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ABSTRACT

At Lenoir Community College (LCC) in Kinston, North Carolina, 20% of established programs and 33% of the non-academic support services are reviewed each year in an annual cycle, with all programs reviewed within a 5-year period. To evaluate the Mental Health Associate (MHA) Program at LCC, assessment surveys were sent to 44 graduates from the previous 5 years, 1985-1990; 94 early program leavers from 1985-1990; 8 current program students in May 1990; 6 advisory committee members in March 1990; and 10 employers of former students in March 1990 identified by responding graduates and early leavers. Response rates for these groups were 20%, 5%, 100%, 83%, and 60% respectively. In addition, surveys were completed by the acting Program Head and the Unit Dean. Results of the review process included the following: (1) most graduates and early leavers reported benefitting from the education received at LCC by obtaining related employment; (2) advisory committee members reported that labor demand for the program is stable; (3) employers rated former LCC students job performances as "somewhat better" than others with two-year college training; (4) instruction at LCC was rated "excellent" by current students and early leavers; and (5) minority students are well represented in the program. A review of needs and recommendations related to program quality, instruction, courses, equipment, and supplies/materials; a discussion of the program review process at LCC; a description of the development of the MHA program and degree requirements; and copies of assessment instruments for the different groups surveyed are included. (PAA)

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ED 363 387

Mental Health Associate Program T-056

A PROGRAM REVIEW Spring 1991

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Dr. Pat Stroud ..... Unit Dean

Charles Taylor ..... Program Coordinator

Kay McQueen ..... Former Program Head

Jerry McCullen ..... Acting Program Head

Michelle Wensing ..... Program Instructor

George Graham ..... Advisory Committee Member

Bobby Dawson ..... General Education Faculty

Jim Thomas ..... Institutional Effectiveness Officer

Neva Whitt ..... Unit Counselor (Non-member)

Also contributing to the production of this report are the personnel of the Information Services Unit. This unit contributed to the data gathering, analysis, and production of the information in this report.

Gerry Fox ..... Director

Susan Nobles ..... Coordinator - Computer Systems

Diane Hill ..... Staff Assistant

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Mildred Matthis ..... Dean of Institutional Advancement

Guy Peterson ..... Quality Assurance Auditor

EXECUTIVE SUMMARY

PROGRAM ASSESSMENT: Mental Health Associate

INTRODUCTION

The formal process for assessing all programs and services at LCC began in the Spring of 1990. The process is qualitative, based primarily on data accumulated from surveys administered to groups knowledgeable about the particular program being assessed. All programs and services at the institution are assessed on a five-year cycle. The Program was one of the first eleven program areas to be reviewed under this process.

PURPOSE

The main purpose of assessment at LCC is to ensure the continuing quality of the instructional programs and educational support services of the College to the College community, and more specifically to each student enrolled.

PROCEDURE

The Program Review and Evaluation Committee of this program is the core of the academic review process. Each program under review has a committee established by the Unit Dean to assist in developing survey instruments, evaluate data, make recommendations, and develop a list of follow-up activities to implement the recommendations. The committee consists of the unit dean, program coordinator, program head, advisory committee member, general education faculty member, and Institutional Effectiveness Officer who chairs the committee.

The Institutional Effectiveness Officer sent surveys to early leavers, graduates, employers, and advisory committee members. Surveys were also given to a selected class of current students in the program. Additional surveys were given to the unit dean, program head, program instructors, and the unit counselor. Other data was supplied by the Information Services Unit from the College data base.

PROGRAM STRENGTHS

1. The Mental Health Associate program graduates and early leavers report benefitting from the education received at LCC by obtaining employment in local program related agencies.

2. Program advisory committee members and employers of former program students rate students as "better prepared" than employees without the education. Skills were also noted to be up to date.

3. Advisory committee members state that the labor demand for this program is stable. Employment Security Commission projects similar occupations will increase in potential through the end of the decade.

4. Employers rate the employment seeking skills of the students as "good" to "excellent." Students' job performances were rated as "somewhat better" than others with two-year college training.

5. Current students rate the program from "good" to "excellent." Early leaver students ratings were similar. The acting program head and unit dean rate the program as "good" or "fair."

6. Instruction in the program was rated "excellent" by current students and early leaver students.

7. Most students are satisfied with their education at LCC, are employed in their chosen career field, and are satisfied with Mental Health Associate as a career choice.

8. The instructors are qualified to teach the program and appear to meet regularly with advisees. The program is adequately staffed with room for growth until retention

is achieved at a level to warrant new staff.

9. Facilities are adequate for instruction.

10. The advisory committee is well represented by social service or mental health professionals.

11. Minority students are well represented in the program.

12. The program is one of two in the North Carolina community college system.

13. The program is a primary educator of employees for the agencies located in the service area. Past relationships have been strong.

PROGRAM NEEDS WITH RECOMMENDATIONS

Program Quality

NEED:	A combination of current students and early leaver students rated advising as in need of improvement.
RECOMMENDATION # 1	Review advising procedures and ascertain deficiencies, if any. Correct same.
NEED:	Program competencies/objectives and means of assessment are not established.
RECOMMENDATION # 2	A clearer understanding of the skills acquired in the program may assist students in employment seeking and promoting the program to prospective employers. Establish a list of competencies needed to work in this field through the use of the advisory committee, review program for the competencies taught, and publish the same. Also, prepare objectives and evaluation sheets for practicums.
NEED:	Advisory committee involvement is weak and this group feels that the faculty is not receptive to their inputs. Committee is not involved or properly utilized.
RECOMMENDATION # 3	Reorganize advisory committee, orient them to their role and function within the program, involve them in curriculum design, recruiting and job placement.

Quality of Instruction

NEED: Lead instructor in program left leaving a vacuum in various areas, most notably in recruitment, placement, and outside agency contacts.

RECOMMENDATION # 4 Program instructors participate in return-to-industry program at various agency sites to promote program, build professional rapport, gain orientation knowledge of agency, and for future job placements. Particularly helpful to the current lead instructor as she is new to the area and the program.

Courses

NEED: Acting program head noted a need for courses in gerontology and substance abuse.

RECOMMENDATION # 5 Develop and implement courses into the curriculum. Use advisory committee to assist in development.

NEED: Several courses were rated as "fair" or below by acting program head and students.

RECOMMENDATION # 6 Courses noted in surveys need to be reviewed, revised, or eliminated. Further determination may need to be made as to why courses received low ratings.

Equipment

NEED: Acting program head notes a lack of resources to adequately facilitate program.

RECOMMENDATION # 7 Inventory current equipment needs and request same in annual budget cycle.

Supplies/Materials

NEED: Acting program head notes a lack of current films for program.

RECOMMENDATION # 8 Request needed titles through annual budget cycle.

Other Concerns/Needs

NEED:	Retention of students to the second year is fair to poor. Decline in the number of new students in the program for the last three years. The loss of previous lead instructor as an attraction to the program could result in additional declines.
RECOMMENDATION # 9	No recruiting/retention plan is established. Former program head's efforts in this area kept it going but new efforts are now needed to regain the lost "territory." See Recommendation #4 for possible solution ideas. Develop a strategy to recruit students and "qualify" them as serious candidates for the program.
NEED:	Students'/graduates' beginning wages are not commensurate with their education (reported by employers).
RECOMMENDATION #10	Develop a strategy to influence contacts in agencies/employment areas that better trained workers are worth additional salary amounts because of their knowledge, dedication to learning in the field, and because they tend to be more permanent employees.
NEED:	Students rate job placement services (not program placements) as inadequate.
RECOMMENDATION #11	Develop personal and regular contacts with potential employers. Work with LCC Job Placement counselor to place students. Orient program students to the service.
NEED:	Low graduation rates in degree program. Retention to second year is poor. Reasons cited are dislike work and change major, lack of academic skills, lack of higher pay for higher education so students drop out.
RECOMMENDATION #12	Should this program be in two levels--one certificate/diploma and another degree program? A couple of the recommendations noted above, if completed, would help resolve these problems.

THE PROGRAM ASSESSMENT PROCESS

Introduction

The rudiments of the Program Review Process process were developed by Dr. Gordon Burns and Mrs. Joyce Cherry in late 1988. In the Spring of 1989, Dr. Donald Becker was charged with the implementation of the review process for the purpose of improving programs and to meet the requirements of the Southern Association of Colleges and Schools' *Criteria* (SACS) and also the mandates of the Department of Community College's *Commission on the Future* report and DCC policies. At the time of his death in December 1989, program review had only just begun to be carried out.

Program review was then passed on to Mrs. Mildred Matthis. Mrs. Matthis, with the assistance of Mr. Guy Peterson, developed several of the surveys used in this process and commenced the data gathering. The members of the Mental Health Associate faculty and Program Review committee were also instrumental in the development of surveys for this process.

With the hiring of Mr. Jim Thomas in May 1990, the program review process was given permanently to one person for coordination. He further developed the process, including revising guidelines, developing surveys, and making the process a component part of a larger Institutional Effectiveness Program (IEP). The IEP produces information for use in the Management Information System (MIS).

Eleven program areas were selected for the 1989-90 review

cycle. This program was one of the first to be selected for review under this new process. The reports developed from the program review process are the first formal, systematic assessments made of programs at Lenoir Community College.

Purpose

According to the published *LCC Guidelines for Institutional Effectiveness Program*, the purpose of the programs and services review process is *to ensure the continuing quality of the instructional programs and educational support services of the College to the College community, and more specifically to each student enrolled.* To that purpose, 20% of the established programs at the College, and 33% of the non-academic support services will be reviewed each year in an annual cycle.

Objectives

Reviews are designed to meet the following specific objectives:

1. To determine if the purpose of the program or service has been achieved;
2. To determine the adequacy of the program in preparing students for entry level employment or further education;
3. To determine the student and employer satisfaction;
4. To assess current performance of students and accumulate data on performance to be used as a planning guide;
5. To report enrollment history;
6. To help in the determining of needed facilities, equipment, and personnel in order to maximize program or service effectiveness;

7. To help provide more realistic information for informing the public and the legislative bodies about the specific program;

8. To make specific recommendations to the Institutional Effectiveness--Planning and Evaluation Committee and administration;

9. To improve staff and faculty competence in evaluating, planning, and utilizing available resources for the specific program;

10. To determine the contribution of the program or service to the overall Mission of the College;

11. To review cost effectiveness as included in a separate institutional effectiveness component.

Organization

The Institutional Effectiveness Officer is responsible for the coordinating, planning, and implementing the program review process. He serves as the Program Review and Evaluation Committee chairman and coordinates the review process. He develops the survey instruments, mails/distributes, receives, records and analyzes the survey data. He also writes, edits and publishes the final report.

The Program Review and Evaluation Committee of this program is the core of the academic review process. Each program under review has a committee established by the Unit Dean to assist in developing survey instruments, evaluate data, make recommendations, and develop a list of follow-up activities to implement the recommendations. The committee membership can be found on the *Acknowledgement* page of this report.

Method of Assessment

The following data collection methods are employed to collect current and historical data for program review:

Surveys completed by

- Graduates from past five years (1985-1990)
- Early program leavers (1985-1990)
- Current program students (May 1990)
- Advisory committee members (March 1990)
- Employers of graduates (March 1990)

Program assessments by:

- Program faculty
- Program head
- Unit dean of program area
- Program unit counselor

Descriptive data about:

- Curriculum standards
- Program enrollment/completion data
- Gender, race, and age of program students
- Program in general
- Articulation on and off-campus
- Course ratings
- Student services assessment
- Learning Resource Center support
- Student preparedness
- Labor market statistics
- Five-year projections/trends

Procedures

The yearly cycle of program review begins with the selection of programs or services to be reviewed. These program suggestions are made by the unit deans to the Executive Vice President. Once a program has been selected, usually prior to the start of an academic year, the unit dean will designate the individuals to serve on each Program Review and Evaluation Committee (PREC).

At the first meeting of each PREC, a *Memorandum of Understanding* is drawn-up. This document lists the agreed upon program review *Schedule of Activities* (data elements/ information needed, timelines for accomplishment, person(s) responsible, etc.), and it serves as the basis for organizing the entire program review process.

As the data is collected, tabulated, and developed into a readable format, it is sent to each member of the PREC through the unit dean. A meeting is called by the unit dean and the Institutional Effectiveness Officer for the purpose of analyzing the collected data and making recommendations concerning the strengths of the program and its needs. A follow-up meeting is held with the Committee after the Institutional Effectiveness Officer has had time to complete the inclusion of the recommendations into the final report. At this meeting a list of activities is developed to act on the recommendations. A final meeting is held for the Committee to review the entire report and approve it as-written for

submission to the Executive Vice President. An abstract and copies of the report are distributed as prescribed in the *Guidelines*.

Evaluation

After the first cycle of this process is completed, an evaluation will be made of the procedures and instruments used. This evaluation will have the input of all personnel associated with the process. Changes will be made in the process prior to the second cycle beginning. Thereafter, evaluation will be done every fifth year.

DESCRIPTION OF THE PROGRAM

The Mental Health Program (T-056) was initiated at Lenoir Community College in 1970 under the direction of Everett Allen. This program was one of seven Mental Health programs created in the Community College System of North Carolina. These programs were created in response to a perceived need to provide better trained direct care personnel for our state institutions such as Cherry Hospital in Goldsboro and Caswell Center in Kinston.

During the 1970-71 academic year, Mr. Allen and Mr. James Hathorn were the instructors for the Mental Health Program. In 1971-72 Ms. Rose Etheridge and Ms. Rebecca Helms joined Mr. Allen and Mr. Hathorn as instructors for the Mental Health Program and as Psychology teachers. These individuals remained as staff members for the Mental Health Program until 1973-74 when Mr. Hathorn stopped teaching Mental Health/Psychology classes.

In 1976-77 Ms. Etheridge was replaced by Ms. Kay Lotterhos as instructor for Mental Health/Psychology at Lenoir Community College. In 1977-78 Mr. Allen resigned, and was replaced as program head by Ms. Lotterhos. Ms. Ruth Anema was hired as an instructor in the program. Ms. Anema remained until 1980-81 when she resigned. Due to program changes her position was not filled.

In the Fall of the 1981-82 academic year Mr. Jerry McCullen replaced Ms. Helms as an instructor in the program, and Ms. Lotterhos remained as Program Head. No further changes in staff occurred until the Summer of 1990 when Ms. Lotterhos resigned for health reasons and was replaced by Mr. McCullen as interim program head, and by Ms. Michelle Wensing as instructor.

There have been many changes in the specific course requirements of the Mental Health Program during the twenty years that it has existed, but all these changes have been designed to meet changing theories in Psychology/Mental Health services, or to comply with Southern Association (SACS) revisions. In the past five years the Child Psychology course was renamed and changed to Human Growth and Development.

While there are typically large first year classes (20-40 students) in the Mental Health Program, the numbers for the second year are characteristically small (5-12 students). According to the acting program head, this dramatic drop is a reflection of three facts:

First, over 50% of the incoming Mental Health students have academic deficiencies that require them to take developmental classes before they can take any program courses other than Introduction to Mental Health. Many of these students never finish their developmental courses, get discouraged, and drop out.

Second, many of our first year students get jobs in the Mental Health area during the first year of the program, discover that completion of their degree will not facilitate job/salary advancement, and consequently drop out. This takes place because the State of North Carolina, after creating the Mental Health programs, never created jobs that specifically required these degrees.

Third, students frequently discover, as they begin actually working with mental health clients, that they simply do not enjoy working with people with disabilities. These individuals then logically choose another curriculum.

The acting program head said it has been found historically that for students who enter the second year of the Mental Health Program, the retention/ graduation rate is very high (over 95%).

Students who finish the program are prepared to obtain direct service jobs in an institutional setting. The skills they obtain are client goal planning, client evaluation, client behavioral treatment programming, treatment selection, professional ethics, and knowledge of mental retardation and

substance abuse.

Students in the program are required to be involved in three field placement learning experiences of 90 hours each (practicums). The program does not deliver any specialized instruction for local agency needs.

Primary texts used in the program are Psychology (1987) and The Life Span (1990). No formal, written objectives/competencies for the program exist. The acting program head notes that the broad operational objective of the program is "to prepare students with job skills in mental health that will allow them to become immediately productive employees." Admissions criteria include basic reading and math skills in addition to a high school diploma or GED certificate. Students who are deficient in the basic skills are enrolled in the developmental program to acquire the needed skills. The acting program head rates the program as "good."

There are only two Mental Health Associate programs offered in the community college system. The other program is listed as being at Wayne Community College in nearby Goldsboro. The program supports other curriculums on campus by offering courses which are required. The acting program head notes that a better coordination of courses would strengthen this program.

SURVEY PROCESS AND RESPONSE RATES

Surveys concerning the Mental Health Associate program were administered to three categories of students: early

leavers, current students, and graduates. Other respondents were Advisory Committee members, employers of students, the unit dean, program head, and faculty members. (Faculty credentials, including educational background and related experience, are found in Appendix F.) Employers were identified from graduates and early leavers who returned surveys. (The names and addresses of the six employers who responded to the surveys can be found in Appendix B.) Advisory Committee members were taken from the list on file for each program in the President's office.

Current students were surveyed using the 11:00 a.m. Mental Retardation class, MHA 103-11, as a sample group. In each program a class which was knowledgeable of the program and its courses was selected in order to obtain the best representative student perceptions. In this case, with the advice of program instructor Jerry McCullen, the class originally selected for surveying was substituted for a more appropriate class.

The table on the following page shows the mailing and response rate for all surveys.

Table 1: Mailing and Response Record
Mental Health Associate Program Review

	Mailed	Assumed Delivered/ Returned by Post Office	Surveys Returned	Percent Returned of Those Delivered
Graduates (1985-90)	44	44	9	20%
Early Leavers (1985-90)	94	94	5	5%
Current Students	8	8	8	100%
Advisory Committee Members	6	6	5	83%
Employers	10	10	6	60%
Acting Program Head	1	-	1	100%
Unit Dean	1	-	1	100%
Unit Counselor	1	-	No comments	0%

DESCRIPTION OF STUDENT RESPONDENTS

Current Students

Thirty-four students were enrolled in the program in the Spring of 1990. Eleven students were enrolled part-time in this program. The remainder of students in the program, twenty-three, were full-time students. Six students graduated from the program in 1990.

The eight current students surveyed in Spring 1990 were all females. Four of the current students listed some type of financial aid benefits as a source of educational financing.

These students take mostly day classes and four are unemployed, two are employed part-time, and two are employed full-time.

All eight of the students are seeking an Associate in Applied Science degree in the program. Five students are taking developmental courses. Six respondents expect to graduate within six months. Five students rated the program as "excellent" with three rating it "good".

Early Leaver Students

Five respondents of ninety-four mailed replied to the survey. All took their courses at the main LCC campus in Kinston. Only one completed their goal prior to leaving the program. One was preparing for a trade/career and one was retraining/updating their job. Two said they were in the program for personal enrichment. Their goals were to receive an associate degree or take selected courses (1). Two of the students were working in a job related to their LCC education and two said it helped to get their current job. Two planned to return to LCC.

Four respondents rated the quality of program instruction as excellent. Ratings of the overall quality of instruction at LCC were divided between adequate, good and excellent (2). One student left for a job opportunity and one withdrew because of personal problems. Two left for other reasons. The college could have helped them stay in school by offering better academic advising and a more flexible course schedule

(two each). Open comments also supported this need. One student said that the college didn't get their high school transcript until it was too late to register.

Graduates

Since the 1985-86 college year, thirty-three students have graduated from the program. Males represent less than ten percent of the students enrolled in the program. Minority students constitute about one-half or more of the enrollments.

Nine graduates responded out of forty-four mailed. Eight met their goal and seven said they would choose the same career again. Six also said that their current job is directly related to their education at LCC and seven searched for a job in this field. Eight said that their LCC education is useful but only three said it helped them get their current job. All respondents took most of their classes in Kinston and said they would choose LCC again or recommend it to others. The main reasons given for choosing LCC were the program offered, low cost, convenient location, and LCC's good reputation. Reasons for choosing Mental Health Associate as a career were to prepare for a first or new career, updating current job, transfer to another 2-year or 4-year college, and personal improvement.

SUMMARY OF SURVEY RESULTS

Survey results are summarized in this section under specific topic categories taken from the surveys. A detailed account of all raw data is found in the appendices. The

responses discussed in this document may not be representative of all graduates, current students, early leavers, employers, advisory committee members, or faculty.

Program Need

Both the unit dean and acting program head said that this is one of two programs providing this education in the service area of the College, the other being at nearby Wayne Community College in Goldsboro. No other program exists in the state. The program head noted local and surrounding facilities such as Caswell, Dobbs, Nova, and Howells (See Appendix G for employers) which employ program graduates.

Program Development

Program competencies have not been developed for this program. The program is seen as generalist in nature and as such concentrates on general principles of psychology, not specific skills. Revisions to the program are made yearly and are influenced by external sources, according to the acting program head. Both the unit dean and acting program head report the use of advisory committees, student opinions, new job changes, agency recommendations, and professional journals in the program development process. The acting program head said the unit dean also plays a role in program changes. Although Ethical Standards and Practice in Psychology are taught, no other professional occupational standards are used in program development.

Program Quality

The acting program head rates the overall program quality as "good". The unit dean rates quality fair to good.

Employer respondents rated the performance of LCC students as "somewhat better" than other students with two-year college training. Two marked "cannot compare". In rating the preparation of LCC students to other employees with the same job classfication but without the job training, all employers rated LCC students "better prepared". All respondents also said job skills were "generally up to date."

Advisory committee respondents spread their ratings out between excellent (2) to needs improvement. The unit dean commented that the program does not train or deliver specialized instruction to local agencies.

The unit counselor did not offer comments on this program due to her lack of familiarity with it.

Outside Articulation

No articulation agreements are in effect with service area high schools or other post-secondary institutions.

Quality of Instruction

Current student respondents said program instruction is "excellent" (63%) or "good" (37%). The unit dean also rated the program instruction "excellent" as to the effectiveness of instruction. Early leaver students rated the quality of instruction in the program as "excellent". Ratings for other non-program courses at LCC were spread between adequate and

excellent. The acting program head did not note any additional training which would enhance the teaching effectiveness of the program.

Personnel Staffing

The unit dean said the credentials of the Mental Health faculty are credible and their clinical experiences are appropriate. Staffing was rated as "fully staffed." The acting program head/instructor is SACS qualified to teach the program. Six of the current students surveyed said they met with their adviser during the year and were satisfied with the advising. Two respondents said they were not satisfied.

Facilities

Both the unit dean and program head found the classroom and laboratory space to be adequate and well designed. The program is housed in the Main Building of the Main Campus. Six the current students responded that the program facilities, equipment, and supplies/materials were adequate and up-to-date.

Equipment

The unit dean said equipment is adequate and sufficient for teaching purposes. The acting program head said that films need to be more current.

Supplies and Materials

Supplies and materials are adequate as rated by both unit dean and acting program head.

The unit dean said that adequate resources were planned

and allocated to the program to maintain appropriate program facilities, equipment, and supplies and materials. The acting program head noted that the program will need more money for equipment/materials in the future. Local agencies, etc., do not support the program with such assets.

Advisory Committee

The committee was rated as "excellent" in terms of its expertise and experience but overall effectiveness was rated as "poor" by the unit dean. A variety of social services backgrounds compose the committee membership (see Appendix H for list). The committee usually meets once a year but did not in 1989-90. The acting program head said the committee had good expertise but participation is poor.

Advisory committee respondents (5 total) said they had been members of the committee for more than 4 years (1), two to four years (2), and less than two years (2). One member said the committee had not met during the year whereas three members said they had met once and one said they met twice. Three-fifths of the respondents said their membership was worthwhile. All felt that their input was valued. But only two-fifths thought their recommendations were acted upon, and four-fifths thought the faculty were receptive to their recommendations. One respondent did not respond to the statement. All respondents said "yes" when asked if the committee could be better utilized. Only one has hired LCC students from the program and have found them to be

"excellent" in preparation for seeking employment. Basic skills and knowledge preparation were also rated "excellent". Satisfaction with the student was excellent. Labor demand was ranked as increasing in demand (5).

Employer's Ratings

Six respondents said that they are current employers of LCC students, four said they are previous employers. Ratings for preparation to seek employment (application skills, etc.) were either "good" or "excellent."

The majority of entry level skills were generally found in the "good" rating. Work habits, attitudes and quality were also rated heavily in the "good" category with some notable lower ratings in willingness to learn/adapt, attention to detail, pride in workmanship, work ethics, and work quality.

The respondents' professional opinion of the training received by the students was "good". The training's effect on job advancement appeared to be positive. Employers said they preferred two years of college or high school graduates when hiring new employees. Most new employees are trained in-house or in community colleges. Employees trained in community colleges do not earn any more than high school graduates. Average typical starting salaries listed were between $4.55 and $9.00 per hour. Most new employees are obtained from the Employment Security Commission or from agency applicants.

Cross-Campus Articulation

The unit dean said there is good coordination of this

program with other programs on campus. The acting program head reported that programs which have matching/similar courses to those in this program are consulted and when possible only one course is taught for both programs.

Recruiting and Retention Efforts

No recruiting or rentention plan was noted by either the unit dean or acting program head.

Registrar's records show that the 1985-86 year had enrollments in the low thirties, increased enrollments to the high thirties in 1986-87 but leveled off to low to mid twenties in the years since. Since 1988-89 quarterly enrollments have not drastically changed from quarter to quarter, as in previous years. About a third of the students are part-time. The trend in graduation rates has improved over the last five years. In 1985-86, for instance, the program had 48 full and part-time students and graduated 8 for a 17% graduation rate. The 1989-90 year had an average of 28 students and 6 graduates, or a 21% graduation rate. Retention of students appears to be improving.

Learning Resource Center Support

The acting program head rates the LRC holdings and resource materials for the program as fair. He notes that the LRC staff is willing to do whatever is asked of them.

Program Strengths

The unit dean said that the greatest strength is the program produces graduates ready for immediate employment.

The acting program head said the best part of the program is the generalist philosophy that prepares students to work in any setting and the faculty commitment to the program. The unit counselor made no comments.

Program Five-Year Projections/Trends

The enrollment trend in the past five years has been decreasing. About one-half or more of the students have been minorities. A small number of the enrollment has been males (less than 10%).

The unit dean and acting program head feel there is room for growth with the current staffing level. The acting program head predicts that more courses dealing with substance abuse and increased attention to Gerentology (aging) will be needed in the program.

Employers surveyed (80%) rate the demand for employees in the next five years will be stable. Employment Security Commission data (November 1990) ranks Human Services Workers as one of the top in growth potential and demand by year 2000 with a 45% increase in employment rate. No data is available on United States trends but it is expected to be similar due to an aging population and other social concerns currently popular.

Student Preparedness for Program

The acting program head said that students are typically poorly prepared for the program.

Program Courses Review

Current students almost unanimously (7/8) said that they have had no difficulty in scheduling their courses in the proper sequence. When asked if the courses in the program were adequate in terms of number, variety, and content seven said "yes" and one said changes were needed.

Ratings

The acting program head rated most courses in the program as either good or excellent. Notable exceptions were Introduction to Mental Health (MHA-101), Group Process I (MHA-102), and Mental Health Seminar (MHA-206) as fair. Also, Group Process II (MHA-201) was rated as poor. Courses were rated by graduates surveyed as either "excellent" or "good." Such comments as "excellent", "very rewarding/helpful" and "beneficial" were noted next to almost all courses listed. Current students surveyed rated courses with less enthusiasm. A pattern of scattered ratings were found. The Introduction to Mental Health (MHA-101), Mental Retardation (MHA-103), Mental Health Seminar (MHA-206), Advanced Psychology of Learning (PSY-103), Behavior Disorders (PSY-211), and Treatment Modalities (PSY-225) classes were rated predominantly in the "fair" or "poor" categories.

Appropriateness

The acting program head listed Group Processes II (MHA-201) as a course no longer appropriate for the program. Courses listed as needing updating were Mental Retardation

(MHA-103) and Substance Abuse (MHA210). These courses concur with the views and ratings of the current student respondents. One new course in gerentology was suggested for the program.

Student Services Assessment

The acting program head listed most support services/functions as "good" with the exceptions of the LRC and Student Records Services which received an "excellent." Also, recruiting, student orientation, counseling, job placement, and student activities were rated as "fair".

Most graduates surveyed rated services either "excellent" or "good" with a sprinkling of "fair" and "no opinion" responses. Current students surveyed were just as diverse in their responses. Most services/functions rated either a good or excellent with a few in the fair category.

PROGRAM STRENGTHS

Analysis of the raw data indicates that generally both students and employers are pleased with the overall content and instruction of the Mental Health Associate program. Listed below are specific program strengths compiled from written comments by the Program Review and Evaluation Committee and from comments on surveys received from current students, graduates, early leavers, advisory committee members and employers.

1. The Mental Health Associate program graduates and early leavers report benefitting from the education received at LCC by obtaining employment in local program related agencies.

2. Program advisory committee members and employers of former program students rate students as "better prepared" than employees without the education. Skills were also noted to be up to date.

3. Advisory committee members state that the labor demand for this program is stable. Employment Security Commission projects similar occupations will increase in potential through the end of the decade.

4. Employers rate the employment seeking skills of the students as "good" to "excellent." Students' job performances were rated as "somewhat better" than others with two-year college training.

5. Current students rate the program from "good" to "excellent." Early leaver students ratings were similar. The acting program head and unit dean rate the program as "good" or "fair."

6. Instruction in the program was rated "excellent" by current students and early leaver students.

7. Most students are satisfied with their education at LCC, are employed in their chosen career field, and are satisfied with Mental Health Associate as a career choice.

8. The instructors are qualified to teach the program and appear to meet regularly with advisees. The program is adequately staffed with room for growth until retention is achieved at a level to warrant new staff.

9. Facilities are adequate for instruction.

10. The advisory committee is well represented by social service or mental health professionals.

11. Minority students are well represented in the program.

12. The program is one of two in the North Carolina community college system.

13. The program is a primary educator of employees for the agencies located in the service area. Past relationships have been strong.

PROGRAM NEEDS WITH RECOMMENDATIONS

Program Quality

NEED: A combination of current students and early leaver students rated advising as in need of improvement.

RECOMMENDATION # 1 Review advising procedures and ascertain deficiencies, if any. Correct same.

NEED: Program competencies/objectives and means of assessment are not established.

RECOMMENDATION # 2 A clearer understanding of the skills acquired in the program may assist students in employment seeking and promoting the program to prospective employers. Establish a list of competencies needed to work in this field through the use of the advisory committee, review program for the competencies taught, and publish the same. Also, prepare objectives and evaluation sheets for practicums.

NEED: Advisory committee involvement is weak and this group feels that the faculty is not receptive to their inputs. Committee is not involved or properly utilized.

RECOMMENDATION # 3 Reorganize advisory committee, orient them to their role and function within the program, involve them in curriculum design, recruiting and job placement.

Quality of Instruction

NEED: Lead instructor in program left leaving a vacuum in various areas, most notably in recruitment, placement, and outside agency contacts.

RECOMMENDATION # 4 Program instructors participate in return-to-industry program at various agency sites to promote program, build professional rapport, gain orientation

knowledge of agency, and for future job placements. Particularly helpful to the current lead instructor as she is new to the area and the program.

Courses

NEED: Acting program head noted a need for courses in gerontology and substance abuse.

RECOMMENDATION # 5 Develop and implement courses into the curriculum. Use advisory committee to assist in development.

NEED: Several courses were rated as "fair" or below by acting program head and students.

RECOMMENDATION # 6 Courses noted in surveys need to be reviewed, revised, or eliminated. Further determination may need to be made as to why courses received low ratings.

Equipment

NEED: Acting program head notes a lack of resources to adequately facilitate program.

RECOMMENDATION # 7 Inventory current equipment needs and request same in annual budget cycle.

Facilities

NEED: None were noted.

Supplies/Materials

NEED: Acting program head notes a lack of current films for program.

RECOMMENDATION # 8 Request needed titles through annual budget cycle.

Personnel/Staffing

NEED:	None were noted.

Other Programs and Services

NEED:	None were noted.

Other Concerns/Needs

NEED:	Retention of students to the second year is fair to poor. Decline in the number of new students in the program for the last three years. The loss of previous lead instructor as an attraction to the program could result in additional declines.
RECOMMENDATION # 9	No recruiting/retention plan is established. Former program head's efforts in this area kept it going but new efforts are now needed to regain the lost "territory." See Recommendation #4 for possible solution ideas. Develop a strategy to recruit students and "qualify" them as serious candidates for the program.
NEED:	Students'/graduates' beginning wages are not commensurate with their education (reported by employers).
RECOMMENDATION #10	Develop a strategy to influence contacts in agencies/employment areas that better trained workers are worth additional salary amounts because of their knowledge, dedication to learning in the field, and because they tend to be more permanent employees.
NEED:	Students rate job placement services (not program placements) as inadequate.
RECOMMENDATION #11	Develop personal and regular contacts with potential employers. Work with LCC Job Placement counselor to place students. Orient program students to the service.

NEED: Low graduation rates in degree program. Retention to second year is poor. Reasons cited are dislike work and change major, lack of academic skills, lack of higher pay for higher education so students drop out.

RECOMMENDATION #12 Should this program be in two levels--one certificate/diploma and another degree program? A couple of the recommendations noted above, if completed, would help resolve these problems.

FOLLOW-UP ON PROGRAM RECOMMENDATIONS
Mental Health Associate Program

Recommendation Number	Person(s) Responsible	Response Date	Action Taken
1	Program Head and Instructor	10/91	
2	Program Head and Instructor	11/15/91	
3	Program Head	9/15/91	
4	Instructor with Dean of Inst. Advancement	6/91	
5	Program Head	9/91	
6	Program Head	9/91	
7	Program Head	5/91	
8	Program Head	5/91	
9	Program Head and Instructor	10/91	
10	Program Head and Instructor	10/91	
11	Program Head and Instructor	11/91	
12	Program Head Unit Dean	10/91	

APPENDIX A

MENTAL HEALTH ASSOCIATE T-056

DCC Curriculum Standards

LCC Course of Study from Catalog

State Board of Community Colleges
Approval: January 12, 1984

State Board of Community Colleges
North Carolina Department of Community Colleges
Raleigh, North Carolina

PROGRAM AREA

HEALTH OCCUPATIONS

CURRICULUM CODE & TITLE

Mental Health Associate (T-056)

CURRICULUM DESCRIPTION

The Mental Health Associate curriculum prepares graduates to provide a variety of services to persons who are mentally ill, emotionally disturbed, behaviorally disoriented, criminally insane, abused or neglected, retarded or otherwise developmentally disabled, culturally and educationally handicapped and in crisis. Graduates promote educational and public mental health awareness; provide outreach, out-patient day care, intake, in-patient, rehabilitation, counseling, behavior modification services; and offer special training instruction in community mental health and retardation centers.

Mental health associates may work in mental health centers, mental hospitals, mental retardation centers, social service agencies, private and public hospitals and schools, nursery schools, and day care centers. The functions may be interdisciplinary in nature or they may consist of duties related primarily to a particular discipline. In either case, the mental health associate functions under the supervision of a professional member of their health team.

Individuals desiring a career in mental health assisting should, if possible, take biology, algebra, sociology and psychology courses prior to entering the program.

JOB OPPORTUNITIES

Mental Health Associate
Human Service Technician
Health Care Technician I
Health Care Technician II
Group Home Manager
Cottage Counselor
Psychiatric Aide (DOT 355.377-014)

FORM DCC 1-15
FEBRUARY 1987

CURRICULUM STANDARDS

Subject Categories	MINIMUM/MAXIMUM RANGE OF QUARTER HOUR CREDITS			
	Degree	Advanced Diploma	Diploma	Certificate
TECHNICAL/VOCATIONAL (MAJOR) Those courses that are absolutely essential for a person to learn in order to perform the job for which being prepared. (Courses designated as technical electives or specialty electives should be included in major.)	60-70			
RELATED Those courses which are essential as supporting enriching or foundation-building courses for a given curriculum or group of curriculums. These courses are usually taught by other departments and/or have course prefix different from the major course prefix.	18-28			
GENERAL EDUCATION Graduates from a technical curriculum should have at least 18 quarter hour credits in the areas of English, social science, and/or humanities (NCAC 2E.0203(b)(6)(B). Graduates from a vocational curriculum should have at least six quarter hour credits in one or more areas of communications skills, applied sciences, and applied social studies. (NCAC 2E.0203(b)(8)(B).	18-28			
ELECTIVES These are free electives to the student. Required or identified electives should be placed in related, general education or major course area most appropriate to the course.	0-10			
WORK EXPERIENCE (2E.0104(4) ...Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by an institutional representative and the employer with control and supervision of the student on the job being the responsibility of the employer. (NCAC 2E.0104(b)(4)	0-10			
RANGE OF QUARTER HOUR CREDITS Quarter hour credits for each curriculum will be established at a minimum with a maximum being no more than 10 percent above the minimum. (NCAC 2E.0203(b)(3)&(4)				
MIN.	96			
MAX.	106			
MINIMUM PERCENTAGE OF QHC AWARDED AS CLASS QH CREDITS Total quarter hour credits equated to classroom or lecture divided by total quarter hour credits required to complete the curriculum. (NCAC 2E.0203(b)(10)(C)	65%			
APPROVED FOR AWARDING 96 quarter hour credits minimum required for AAS (NCAC 2E.0203(b)(3) 64 quarter hour credits minimum required for Diploma (NCAC 2E.0203(b)(4) 16 quarter hour credits minimum required for Certificate Curriculum (NCAC 2E.0203(b)(5)	AAS			

BEST COPY AVAILABLE

MENTAL HEALTH ASSOCIATE (T056)

The Mental Health Associate curriculum prepares graduates to provide a variety of services to persons who are mentally ill, emotionally disturbed, behaviorally disordered, criminally insane, abused or neglected, retarded or otherwise developmentally disabled, culturally and educationally handicapped and in crisis. Graduates promote educational and public mental health awareness; provide outreach, out-patient day care, intake, in-patient, rehabilitation, counseling, behavior modification services; and offer special training instruction in community mental health and retardation centers.

Mental health associates may work in mental health centers, mental hospitals, mental retardation centers, social service agencies, private and public hospitals and schools, nursery schools, and day care centers. The functions may be interdisciplinary in nature or they may consist of duties related primarily to a particular discipline. In either case, the mental health associate functions under the supervision of a professional member of their health team.

Individuals desiring a career in mental health assisting should, if possible, take biology, algebra, sociology and psychology courses prior to entering the program.

COURSE AND HOUR REQUIREMENTS

	Title	HOURS Class	Lab	Shop/Clinic	Credit
MAJOR COURSES: 60 Hours					
MHA 101	Introduction to Mental Health	5	0	0	5
MHA 102	Group Processes I	2	2	0	3
MHA 103	Mental Retardation	3	0	0	3
*MHA 131	Practicum I	1	0	(10)	1
MHA 201	Group Processes II	2	2	0	3
MHA 204	Social Agency Interviewing	1	4	0	3
MHA 206	Mental Health Seminar	3	0	0	3
MHA 210	Substance Abuse	3	0	0	3
*MHA 231	Practicum II	1	0	(10)	1
*MHA 232	Practicum III	1	0	(10)	1
PSY 101	Introduction to Psychology	5	0	0	5
PSY 102	Psychology of Learning	3	0	0	3
PSY 103	Advanced Psychology of Learning	3	0	0	3
PSY 203	Human Growth and Development (P.R. PSY 101)	5	0	0	5
PSY 211	Behavior Disorders	5	0	0	5
PSY 222	Introduction to Psychological Testing	5	0	0	5
PSY 225	Treatment Modalities	3	0	0	3
SOC 103	Sociology of the Family	5	0	0	5
RELATED COURSES: 19 Hours					
A. 1 Hour					
EDP 101	Microcomputer Literacy	0	2	0	1

B. Minimum of 18 hours from the following courses

ART 103	Craft Design I	2	0	3	3
BUS 102	Beginning Typewriting	1	4	0	3
CSC 206	Juvenile Delinquency	3	0	0	3
EDU 201	Audiovisual Media: Materials and Techniques	3	0	0	3
HED 101	Personal and Community Health	3	0	0	3
HED 201	First Aid and Safety	3	0	0	3
MUS 101	Basic Musicianship	1	2	0	2
PED 123	Adaptive Physical Education	1	1	0	2
SOC 101	Introduction to Sociology	5	0	0	5
SOC 202	Social Problems	5	0	0	5

MATHEMATICS: 0 Hours

Proof of math competency as evidenced by scores on the college placement assessment or completion of MAT 51 (4 local credits).

GENERAL EDUCATION: 18 Hours

A. English: 10 Hours

ENG 120	English Composition and Grammar	5	0	0	5
ENG 130	English Composition and Research	5	0	0	5
or					
ENG 131	English Composition and Report Writing	5	0	0	5

B. Social Science/Humanities: 8 Hours

ENG 204	Public Speaking	3	0	0	3

(5 Hours from the list of social science/humanities courses for the Associate in Applied Science degree)

WORK EXPERIENCE: 3 Hours

*MHA 131	Practicum I	(1)	0	10	1
*MHA 231	Practicum II	(1)	0	10	1
*MHA 232	Practicum III	(1)	0	10	1

ELECTIVES: 0 Hours 0

TOTAL CREDITS: 100

AWARD: Associate in Applied Science

*Class hours and class hour credits for MHA 131, 231, and 232 are shown under Major Courses. Work experience hours and work experience credits for MHA 131, 231, and 232 are shown under Work Experience.

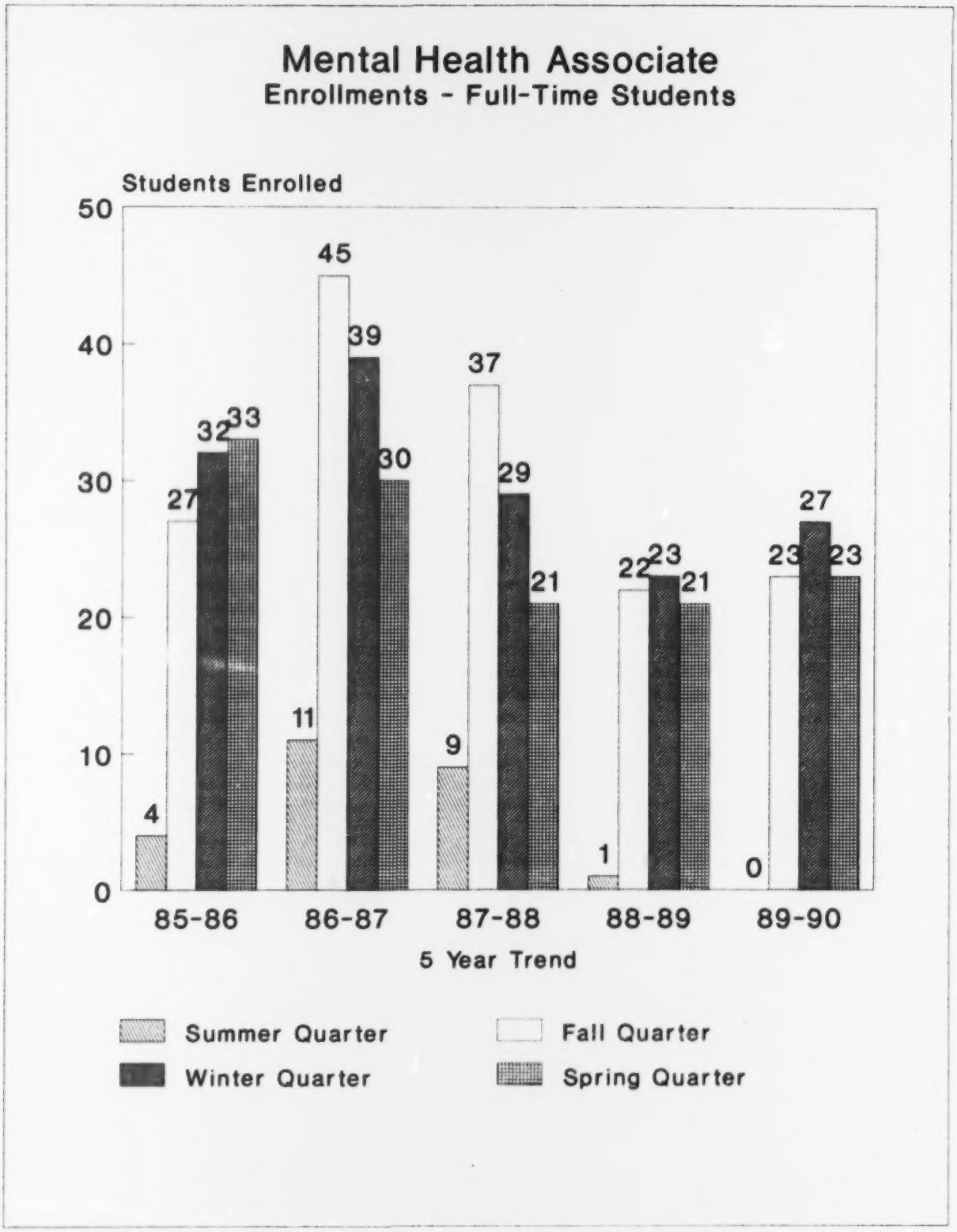
APPENDIX B

ENROLLMENT DATA 1985-1990

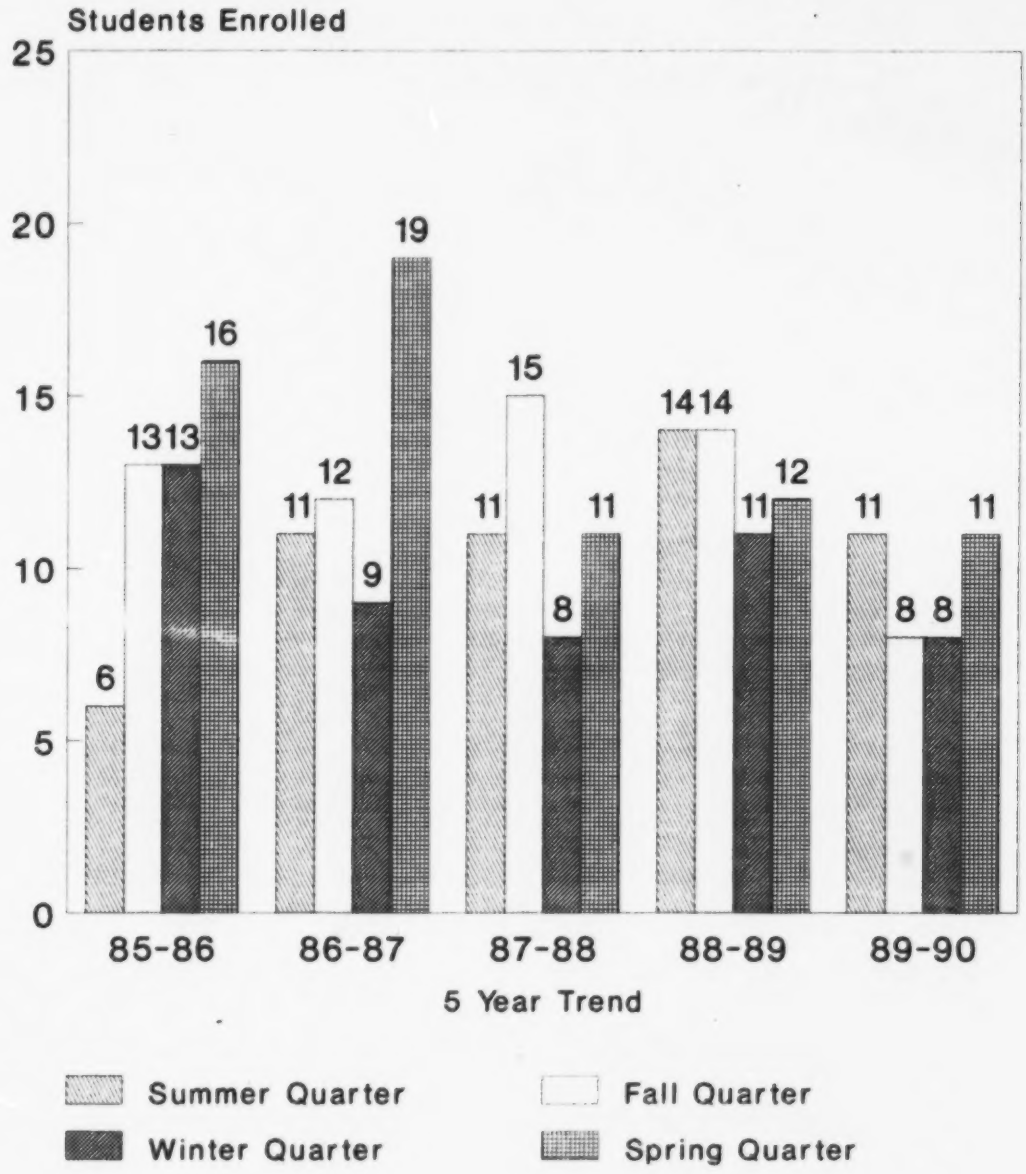
Part-time & Full-time Students

Enrollments vs. Graduates

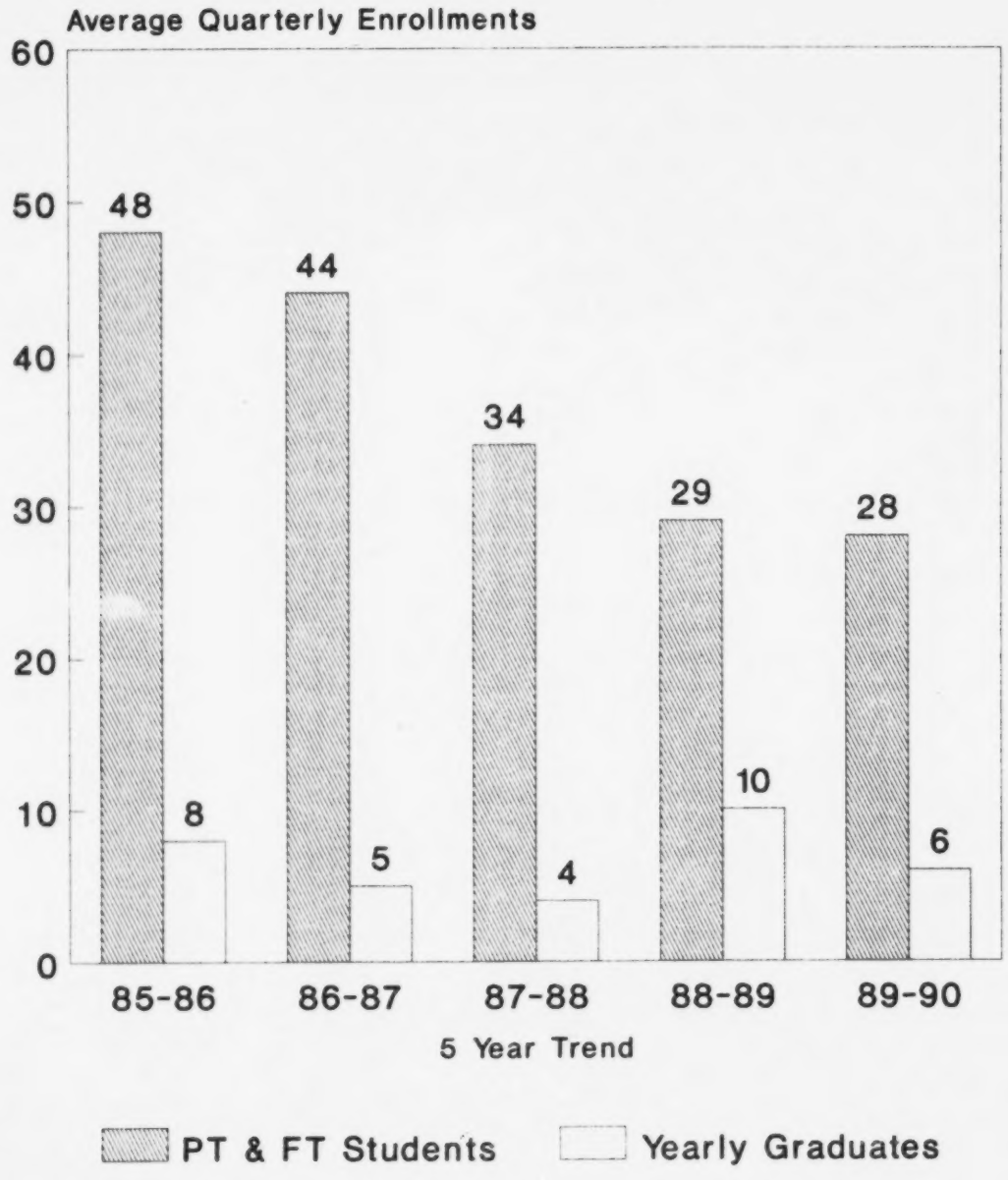
By Race & Gender


Mental Health Associate
Enrollments - Full-Time Students
Students Enrolled
50
40
30
20
10
0
4
27
32
33
11
45
39
30
9
37
29
21
1
22
23
21
0
23
27
23
85-86
86-87
87-88
88-89
89-90
5 Year Trend
Summer Quarter
Fall Quarter
Winter Quarter
Spring Quarter

Mental Health Associate
Enrollments - Part-Time Students



Mental Health Associate
Enrollments VS. Graduates



MENTAL HEALTH ASSOCIATE PROGRAM RACE AND GENDER					
YEAR & QUARTER	MALES	FEMALES	WHITE	BLACK-OTHER	TOTAL STUDENTS
85-86					
Summer	2	8	4	6	10
Fall	6	34	12	28	40
Winter	6	39	14	29	45
Spring	7	42	9	40	49
86-87					
Summer	2	20	5	17	22
Fall	9	48	22	35	57
Winter	6	42	17	31	48
Spring	6	43	21	28	49
87-88					
Summer	2	18	5	15	20
Fall	5	41	16	30	46
Winter	3	34	12	25	37
Spring	4	28	10	22	32
88-89					
Summer	2	13	6	9	15
Fall	4	32	16	20	36
Winter	4	30	12	25	37
Spring	3	30	15	18	33
89-90					
Summer	2	9	6	5	11
Fall	4	27	11	20	31
Winter	4	31	13	22	35
Spring	4	30	11	23	34

APPENDIX C

CURRENT STUDENTS SURVEY/TALLY

May 1990

Appendix C: Current Student Questionnaire
Marketing and General Data
Mental Health Associate Program Review
8 Respondents of 34 in Major

Why did you choose LCC? (mark all that apply)

Desired program offered	6
Unwilling/unable to attend another college	1
LCC's good reputation	3
Advice of friend	1
Parent's advice	1
High school counselor's advice	
Low cost	2
Convenient location	5
Other	1

Why did you choose your program? (mark all that apply)

Friend's/family advice	1
High school counselor's advice	
School college day information	
LCC counselor's advice	1
Liked program courses	7

My level of education prior to entering LCC was:

Less than high school	
High school diploma/GED	6
Some college	1
4-year degree	
2-year degree, other	

My goal upon entering LCC was:

Preparation for first career	2
Preparation for different career	3
Transfer to 4-year college	
To update job skills	1
Personal improvement/enrichment or other	

Has your goal changed since entering LCC? Yes 3 No 8

Do you plan to continue your education beyond LCC?

Yes 5 No 3

Have you had difficulty scheduling your courses in the proper sequence?

Yes 1 No 7

In your opinion, are adequate and up-to-date supplies, equipment and facilities available for your program coursework?

Yes 6 No 2 No Opinion --

Are the courses in your program adequate in terms of number, variety, content, or are changes needed?

Yes 5 No,Changes Needed 1 No Opinion --

Are you satisfied with the academic advising system and the relationship with your adviser?

Yes 6 No 2

Have you met with your academic adviser this school year?

Yes 8 No --

Do you receive any type of financial aid? Yes 4 No 4

Have your taken or are you currently taking any developmental courses?

Yes 5 No 1 Don't Know --

Generally speaking, how would you rate the instruction you have received at LCC in this program?

Excellent	Good	Fair	Poor
5	3	----	----

APPENDIX D

EARLY LEAVERS SURVEY/TALLY

March 1990

Cover Letter

Appendix D: Early Leaver Questionnaire Responses
Mental Health Associate Program
5 Respondents of 94 Mailed = 5%

Reasons for discontinuing program at LCC:

Employment opportunity	1
Job interference	
Home/family needs	
Military	
Financial	
Personal problems	1
Transferred to another school	
Moved to another area	
Changed my studies at LCC	
Other	2

Could the college have helped you stay in school by providing:

Child care	
More tutoring	
Better academic advising	2
More counseling (personal/career)	
Better job placement	
Flexible/convenient course schedule	2
Better orientation to policies and expectations	
Financial aid	

Could the college have helped you stay in school by providing services and resources not listed in the above questions?

Yes 1 No 3

Where did you attend most of your classes at LCC?

Main campus in Kinston	4
Greene County Center	
Jones County Center	
LaGrange Center	
Other (Airport)	

What was your goal when you entered LCC?

Take selected courses (personal or professional reasons)	1
Complete a certification program (less than 1 year)	
Complete a diploma program	
Get an Associate Degree (2 years)	3
Other	

Was your goal attained when you left LCC? Yes 1 No 2

How did you plan to use your LCC education?

Prepare for a trade/career	1
Retraining/updating my job	1
Transfer to a 4-year college	
Prepare for a *new* trade/career	
Personal enrichment/improvement	2
Transfer to another 2-year college	
Other	

Did your LCC education help you get your present or first job?

Yes 2 No 2

Is your current job related to your LCC education? Yes 2 No 2

How do you rate the overall quality of instruction at LCC?
Program (Major) courses:

Excellent	4
Good	
Adequate	
Poor	

How do you rate the overall quality of instruction at LCC?
Other courses (Math, English, Etc.)

Excellent	2
Good	1
Adequate	1
Poor	

Do you plan to return to LCC? Yes 2 No 2

Written Comments:

1. (f) Personal Problems - Pregnancy

3. Yes - "They did not get my record from high school until too late."

12. Yes - ASAP - Mental Health
    Yes - Fall Qtr. - Mental Health - "I wish they had got my information."

General Comments: "I'm not sure of what classes I need to take to graduate! I've called but didn't get nowhere! I do want to come back."

APPENDIX E

GRADUATES SURVEY/TALLY

June 1990

Cover Letter

Appendix E: Graduates Questionnaire Responses
Mental Health Associate Program Review
9 Respondents of 44 Mailed = 20%

Why did you choose *Lenoir Community College*? (Mark all that apply)

7 Desired program offered
2 Unable / unwilling to attend another college
2 LCC's good reputation
1 Advice of friends
1 Advice of parents
____ Advice of high school counselor
8 Low cost
9 Convenient location
1 Other "To further Education"

The main reason (or goal) for enrolling in your major was:

3 To enter first career
2 To prepare for a new career
2 Transfer to a 4-year institution
1 Transfer to another 2-year college
3 For updating in current job
5 Personal improvement/enhancement
1 Other

Was your goal attained when you graduated?

8 Yes
____ No

If you had your education to do again, would you choose LCC?

9 Yes
____ No

If you started your education again, would you choose the same career field or program?

7 Yes
2 No

Would you recommend LCC to a friend or relative?

9 Yes
____ No

In relation to your LCC education, your current job is:

6 Directly related
1 Indirectly related
1 Unrelated

Did you actively search for a job in your field of study?

__7__ Yes __2__ No

Did your LCC education help you get your present and/or first job?

__3__ Yes __5__ No

Is the education you obtained at LCC useful in your present job?

__8__ Yes ____ No

Where did you attend most of your classes?

__9__ Main campus in Kinston
____ Greene County Center
____ Other
____ Jones County Center
____ LaGrange Center

Written Comments:

3. "I haven't graduated yet"

7. "Continuing at N.C. Wesleyan College."

8. No - "Already employed"
   No - "Had job before education in Mental Health."

9. "Seeking employment"

APPENDIX F

UNIT DEAN, PROGRAM HEAD, INSTRUCTORS

List of Instructors

Instructor's Credentials

Surveys Used

Program Faculty Credentials

Mental Health Associate Program (T-056)

Name: Jerry McCullen **Status:** Full-time

Credentials:

Earned degree(s):	Field	College	Year
AB	Psychology	East Carolina Univ. Greenville, NC	1967
MA	Clinical Psychology	East Carolina Univ. Greenville, NC	1969
	Behavior Modification	Georgia State	1972

Years of teaching experience: 15

Years of program work experience: 9

Program area work experience:

Worked in Mental Health Center - 5 years
Worked in Mental Retardation Center - 6 years

Membership in professional organizations:

NC Psychological Association

Southeastern Psychological Association

Professional development activities in last five years:

Computer Development Workshops
Master Teacher for State in Basic Instructional Services Program

Additional training or academic preparation related to program that is needed:

None noted

Primary courses taught in program:

MHA-101	Introduction to Mental Health
MHA-103	Mental Retardation
PSY-101	Introduction to Psychology
PSY-102	Psychology of Learning
PSY-103	Advanced Psychology of Learning
PSY-203	Human Growth & Development
PSY-211	Behavior Disorders
PSY-225	Treatment Modalities

APPENDIX G

EMPLOYERS SURVEY/TALLY

List of Employers

Cover Letter

LIST OF PROGRAM EMPLOYERS
Respondents to Employer Survey
6 of 10 Mailed

*Caswell Center
Kinston, NC 28501

Dobbs School
Division of Youth Services
Rt. 7, Box 180-Ad
Kinston, NC 28501

Neuse Enterprises Inc.
Sheltered Workshop for the Handicapped
P.O. Box 1715
Kinston, NC 28501

* Four separate students employed in different areas.

Appendix G: Employer's Questionnaire Responses
Mental Health Program Review
6 Respondents of 10 Mailed = 60%

Current Employer of LCC students/graduates: 6 Yes _ No

Previous Employer of LCC students/graduates: 4 Yes 1 No 1 Blank

Preparation of LCC employees in seeking employment:

Areas	Excellent	Good	Fair	Poor	Cannot Rate
Completion of Application Forms or Tests	2	3			
Bearing/Manner	1	4			
Personal Appearance	2	3			
Interviewing Skills	3	2			
Preparation of LCC employees for Entry level employment:					
Basic Technical Knowledge	1	4			
Familiarity with Basic Tools or Operations		4	1		
Ability to Operate Equipment or Basic Tools		4			
Manual Dexterity		5			
Ability to Follow Instructions	2	3			
Organizational Ability	1	4			
Communication Skills	1	4			
Mathematical Skills	1	2	1		1
Problem Solving	1	3	1		
Rating of LCC employees in work habits, attitudes and quality:					
Productivity	1	4			
Attendance	2	2	1		
Punctuality	2	3			
Appearance	2	2	1		

Ratings of LCC employees continued:

Areas	Excellent	Good	Fair	Poor	Cannot Rate
Co-Worker Cooperation	4	1			
Personal Initiative	3	2			
Compliance with Policies	2	3			
Accepting Responsibility	2	3			
Willingness to Learn/Adapt	2	3			
Attention to Detail	1	4			
Pride in Workmanship	1	4			
Work Ethics	1	4			
Work Quality	2	2			
Professional opinion of training received by LCC students	1	4			

Has the schooling received by your LCC employees enhanced their potential for job advancement?

Yes, definitely	2
Possibly with time	3
Makes no difference	
Cannot judge	

How would you rate the performance of LCC employees when compared with employees from other 2-year colleges with similar training?

Much better	
Somewhat better	3
About equal	
Poorer	
Cannot Compare	2

As a result of this person's occupational training, how would you rate his/her preparation in relation to other employees in this job classification who did not receive the same training?

No basis for comparison	
Individual is better prepared	5
Both are about the same	
Individual is less prepared	

Based on your experience with LCC employees, would you describe their job skills as:

Generally up-to-date	4
Not generally up-to-date	
Not able to compare	

What is your estimate of the demand for employees with this training during the next 5 years?

Increasing demand	1
Stable demand	4
Decreasing demand	

Does your company generally pay higher wages to entry level employees with community college training than to high school graduate employees?

Yes 1 No 4

What is your company's typical range of starting salary for recent graduates in this program of study?

<u>Hourly</u>	
$3.80 -- $4.50	
$4.55 -- $6.00	2
$6.05 -- $9.00	2
Above $9.00	-
<u>Monthly</u>	
$500 -- $800	1
$800 -- $1,000	
$1,000 -- $1,300	1
Above $1,300	

What level of education do you prefer/seek when you hire new employees?

4-year degree	
2-year degree/diploma	2
Some College	
High School diploma	2
Less than a High School diploma	

Comment: "Experience considered first."

What is the source of the training for a majority of your employees?

In-house	2
Community Colleges	2
Come to us already trained	
Manufacturers, vendors	1
Others	

What is your *primary* source for obtaining new employees?

Employment Security Commission	5
Private employment agencies	
Classified ads	
Friends of employees	
College job placement/Co-op office	
Company's job applicant files	3
College faculty/friends	
Applicants own initiative	1
Other	

Would your company be willing to work with the college in providing cooperative training in this or another program of study?

Yes	1
Maybe	3
No	
No, already have an LCC Co-op program	1

Additional Comments, suggestions, and/or recommendations as desired:

"This questionnaire was answered based on other NEI employees, who attend or have attended LCC. The individual named in your letter was not considered as he is enrolled for services in our program, not an employe of DL."

***Note: Some employers did not reply to all questions subsequently the answer totals do not equal the 6 respondents.

APPENDIX H

ADVISORY COMMITTEE MEMBERS SURVEY/TALLY

March 1990

List of Advisory Committee Members

Cover Letter

LIST OF ADVISORY COMMITTEE MEMBERS

Mr. Jim Woodall
Director, Caswell Center
P.O. Box 909
Kinston, NC 28501

Mrs. June Cummings, Director
Lenoir County Mental Health Center
1007 N. College Street
Kinston, NC 28501

Mr. George Graham
Director, Dobbs School
Route 7, Box 180-A
Kinston, NC 28501

Mr. George Lapas
Director, NOVA Center
Vernon Aveue
Kinston, NC 28501

Mrs. Pennie Conwell
P.O. Box 35
Dover, NC

Miss Jackie Clark
Route 2, Box 204
Hookerton, NC

Appendix H: Advisory Committee Member's Responses
Mental Health Associate T-056
5 Respondents of 6 Mailed

Indicate the period of time you have been a member of the Advisory Committee:

Less than 2 years	2
2 to 4 years	2
More than 4 years	1

Indicate the number of meetings the Advisory Committee held during the 1988-89 school year (September through May):

Did not meet	1
One	3
Two or more	1

Has membership on this committee been worthwhile?

Yes 3 No 2

Was your input solicited on this committee?

Yes 5 No

Has the faculty been receptive to recommendations for improvement?

Yes 4 No

Is there evidence that recommendations have been considered or acted upon?

Yes 2 No 3

Could the committee be better utilized?

Yes 5 No

Has your business/shop hired students from this program?

Yes 1 No 4

Please rate the student preparation for seeking employment (ability to complete application, appearance, interview skills, attitude, etc.):

Excellent	1
Good	
Fair	
Poor	
Do not know/missing data	4

Please rate student preparation for entry level employment (basic skills and knowledge):

Excellent	1
Good	
Fair	
Poor	
Do not know/missing data	4

What is your general satisfaction with the LCC graduates you have employed?

Excellent	1
Good	
Fair	
Poor	

What is your estimate of labor demands for graduates of this program in the next five years?

Increasing demand	5
Stable demand	
Decreasing demand	

What is your overall rating of this program?

Excellent	2
Good	1
Fair	1
Needs improvement	1

APPENDIX I

MENTAL HEALTH ASSOCIATE PROGRAM
COURSE RATINGS

May 1990

Current Students

Graduates

Apendix I: Course Ratings

Graduates Questionnaire

Mental Health Associate Program Assessment (T-056)

		Excellent	Good	Fair	Poor	No Opinion
MHA-101	Intro Mental Hlth	5	3	1		
MHA-102	Group Process I	5	3			1
MHA-103	Mental Retard	5	2	1		1
MHA-131	Practicum I	6	3			
MHA-201	Group Process II	4	4	1		
MHA-204	Social Agency Inter	6	2	1		
MHA-206	Mental Health Semn.	3	3	2		1
MHA-210	Substance Abuse	5	2			2
MHA-231	Practicum II	5	3	1		
MHA-232	Practicum III	5	3	1		
PSY-101	Intro Psychology	5	2	1		1
PSY-102	Psych. Learning	3	5	1		
PSY-103	Adv. Psych. of Learn.	1	4	2		2
PSY-203	Human Growth & Dev.	8	1			
PSY-211	Behavior Disorders	4	2	3		
PSY-222	Intro. Psych. Test.	8	1			
PSY-225	Treatment Modalities	4	4	1		
SOC-103	Sociology of Family	5	4			

Written Comments:

MHA-101 "Excellent info from this class."
"Could have better."

MHA-103 "Excellent information on MR."

MHA-131 "Enjoyed. It was at Caswell Center."

MHA-204 "Excellent class; gives the student an opportunity to (?) places with others."

MHA-210 "It was not available in 1985."
"Learned new information."

MHA-231 "It was ok (Marvin B. Spence)"

MHA-232 "Loved at (ADAP)"
"Real enjoyable."

PSY-101 "Well taught."
"Enjoyable"
"Is needed very much in MR field to understand some problems your clients have!"

PSY-102 "Useful in daily living."

PSY-103 "Useful in daily living."
"Teaching method is difficult."

PSY-203 "Enjoyable/informative"
"Excellent"
"Enjoyable"

PSY-211 "Hard to understand the teaching method."
"Excellent"

PSY-222 "A well-taught class"
"Excellent - helps to understand and to measure the degree of MR."

PSY-225 "Need a new teaching method."

SOC-103 "Good"
"Learning experience and enjoyable."

General Comments:

"I enjoyed my education in the Mental Health field. I enjoy my job at Caswell and I do feel that my courses help. My instructors were most helpful and friendly. I especially take my hat off to Mrs. Kay McQueen. She was a very rewarding person and one that I felt gave her best."

Appendix I: Course Ratings
Current Students Questionnaire
Mental Health Associate Program Assessment (T-056)

	Excellent	Good	Fair	Poor	No Opinion
MHA-101 Intro Mental Hlth		3	5		
MHA-102 Group Process I	5	3			
MHA-103 Mental Retard		1	6	1	
MHA-131 Practicum I	4	3			1
MHA-201 Group Process II	1	2	2		3
MHA-204 Social Agency Inter	5				3
MHA-206 Mental Health Semn.		3	4		1
MHA-210 Substance Abuse	7	1			
MHA-231 Practicum II	2	4			2
MHA-232 Practicum III	2	2			4
PSY-101 Intro Psychology	3	3	2		
PSY-102 Psych. Learning		5	3		
PSY-103 Adv. Psych. of Learn.		3	5		
PSY-203 Human Growth & Dev.	2	6			
PSY-211 Behavior Disorders		1	7		
PSY-222 Intro. Psych. Test.	5	3			
PSY-225 Treatment Modalities		3	3	2	
SOC-103 Sociology of Family	4	2	1	1	

No Comments.

APPENDIX J

STUDENT SERVICES RATINGS

May 1990

Current Students

Graduates

Instructors

Appendix J: Student Services Ratings
From Current Student Questionnaire
Mental Health Associate Program Review
8 Respondents of 34 in Major

	Excellent	Good	Fair	Poor	No Opinion Didn't Use
Admissions Process	2	6			
Registration Process	1	6	1		
Student Records	2	6			
Financial Aid Assistance	2	3	2		1
Academic Advisement	2	5	1		
Orientation Process		6			2
Counseling/Career Info. Svcs.	3	3	2		
Job Placement Services	1	3	1		3
Student Activities	1	4	2		1
Book Store		7	1		
Library Services	1	4	3		
Security Assistance	1	5	1		1
Parking	1	1	4		2
Campus Lighting (night classes)	1	1		1	5

Appendix J: Student Services Ratings
Graduate Questionnaire Respondents
Mental Health Associate Program Review
9 Respondents of 44 Mailed = 20%

	Excellent	Good	Fair	Poor	No Opinio Didn't Us
Admissions Process	4	4	1		
Registration Process	4	4	1		
Student Records	2	4	3		
Financial Aid Assistance	3	4			2
Academic Advisement	2	4	3		
Orientation Process	1	2	2	1	3
Counseling/Career Info. Svcs.	2	3	2		2
Job Placement Services		2	2		5
Student Activities		4	3		2
Book Store	1	7	1		
Library Services	3	5	1		
Security Assistance	3	4	1		1
Parking		8		1	
Campus Lighting (night classes)	1	1	2		5